E-Teacher Professional Development Workshop
University of Maryland, Baltimore County and
University of Oregon, Summer 2012

Instructional Strategies for Teaching Reading:
A Training Program for In-service English Language Teachers in
Taiz City, Yemen
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In the first semester vacation, February, 2013, the High Institute for Teachers in Taiz City, Yemen, in collaboration with the Ministry of Education, Taiz Education Office, will host a two day teacher-training program. This program will serve about 40 English language supervisors in Taiz, who in turn will cascade it to more than 800 in-service English language teachers in Taiz City, in public and private schools. The content of this program is mainly taken from the Methods 1 Course, Survey of Best Practices in TESOL, an online course developed by the University of Maryland, Baltimore County (UMBC), through the U.S. State Department’s Office Language Programs. Some content will be included from the E-Teacher Professional Development Workshop, Summer 2012 at UMBC. The main goal of this program is to train English language teachers in Taiz City, Yemen on how to teach reading skills effectively in order to get the maximum benefit of reading which leads to mastering writing skills, as a good reader is a good writer. This program will be face-to-face interactions and will last for two days. It will include many training strategies such as group work discussions, pair work, task-based activities and micro teaching.

**Hosts:** The High Institute for Teachers in Taiz City, Yemen

**Participants:** 40 Yemeni English language supervisors at Taiz Education Office, Yemen

**Program:** 2 face-to-face workshops (4 hours each)

**Schedule:** First Educational Term, October 2012-February 2013

- Pre-Training stage (first term October 2012-February 2013)
- During Training stage (in the vacation of the first term February 2013)
- After Training stage (during the second term March-June 2013)

**Goals:** The main goals of the Instructional Strategies for Teaching Reading to Elementary and High School EFL Teachers in Taiz City, Yemen are:

- Introduce participants to theoretical background of teaching reading strategies;
- Identify which stage they have reached in mastering reading skills according to Common European Framework;
- Introduce participants to different approaches of teaching reading; and
- Practice the new skills of teaching reading they learned.
Problem Identification
The main problem that this project aims to overcome is the teachers’ lack of effective instructional strategies and practices for teaching reading. The English Course for Yemen, developed by the Ministry of Education, and used in all public schools of Yemen, has combined the functional/structural syllabus, and the workbooks provide carefully graded and systematic practice and consolidation exercises as well as communicative language learning tasks. However, the majority of English language teachers in Yemen still use a traditional method in teaching reading, i.e. the grammar translation method. They start translating every single word from the beginning of the reading lesson which only focuses on bottom-up processing. Moreover, they present as many grammatical rules as they can from the text. Although the English Course for Yemen is based mainly on a learner-centered approach which promotes learners’ autonomy and takes into consideration different learning styles, most English language teachers in Yemen teach reading in a monotonous way all the time. The learners here are mere receivers and the teacher is the only source of knowledge. The result of using such an approach is learners’ frustration and boredom. According to Nunan (2003), the main goal of reading is comprehension, but the majority of English language teachers in Yemen do not attain this purpose because they do not teach reading in a systematic way by applying its stages and implementing activities for each stage. In addition, English language teachers in Yemen do not apply reading strategies which aim to create critical and creative readers for the future. They use testing reading rather than teaching reading. It is very important when teaching reading to expose the learners to authentic materials and use extensive reading in order to engage them and give them a choice to select what they want to read. This type of reading is crucial because it is meant mainly for pleasure and enjoyment and builds confidence.

Implementing reading strategies will help teachers in training the learners how to be good and critical readers. Applying communicative methods and techniques will enable English language teachers in Yemen to achieve their goals in an efficient manner. They will save their physical efforts and activate learners’ potential abilities. This project program aims to train English language teachers in Yemen to implement effective instructional strategies for teaching reading. Moreover, this program will convince English language teachers in Taiz City that “reading is an active skill and rather an interactive process” (Thornbury, 2006: 115-116). Training learners how to interrogate the texts will directly lead to effective writing skills, as a good reader is a good writer.

Contextual Analysis
With collaboration with the Ministry of Education in Yemen and the Taiz Education Office this program will be hosted in the High Institute for Teachers in Taiz City, Yemen. This program will serve about 40 English supervisors in Taiz City, who in turn will cascade it to more than 800 in-service English language teachers in Taiz City in public and private schools. That is, after the program, these English supervisors will cascade workshops for their English language teachers in the main axis schools at their regional educational districts. In the High Institute for Teachers in Taiz City there is a large, spacious hall equipped with round tables, white and black boards, and a stage. The projector can be used easily in it and there are many electrical plugs for connection. The trainer and the trainees will enjoy the freedom of movement and practicing the workshop activities in this hall.

Learner Analysis
The participants of this program are about 40 English language supervisors from Taiz City (rural and urban) regions. The instructor noticed that training the supervisors will be very beneficial because these supervisors will cascade this program to their in-service English language teachers in Taiz, more than 800 teachers in total. If the supervisors are well qualified then the result will be reflected on the in-service English language teachers. That means the benefit will be spread to a wide range of teachers.
**Content Analysis**
The content for this program is mainly taken from the Methods 1 Course, an on-line course developed by the University of Maryland, Baltimore County (UMBC) in the U.S. Department of State's E-Teacher Scholarship Program (Fall 2011).

It will cover these topics: definitions of reading, why teach reading, strategies of teaching reading (cognitive, meta-cognitive, social/effective) and compensating stages of teaching reading, types of teaching reading, the importance of teaching extensive reading for acculturation and learner-centered learning, and approaches to teaching reading. In addition some content is developed from the E-Teacher Professional Workshop of Summer 2012 at the University of Maryland, Baltimore County (UMBC). Some of the topics that are covered are prepared by the instructor such as HOs for the task planned and worksheets, and some are taken from different sources.

**Delivery Analysis**
The main strategy that will be used to deliver this program is face-to-face interaction in which all the participants will interact with each other doing the tasks and engaging in the discussions. Moreover, there will be many other strategies and techniques for delivering this program including group work, pair work, and think pair and share. Also micro teaching will be applied in order to give the participants a chance to practice the new skills learned. After the program there will be visits into real classes and there will be peer observations and questionnaires. Power point presentations and typed HOs are also prepared for the trainees. The instructor will prepare a variety of ice breakers and brain storming activities.

**Project Plan**
This training workshop will be implemented in the vacation of the first term, February 2013. It will last for two days. The instructor will divide the participants into two groups of 20 participants. Each group will be given a one day workshop and face to face interaction. This training program will take these three stages:

1. **Pre-training Stage (first term October 2013)**
   - Designing questionnaires about reading for both English language teachers and Second language learners
   - Attending real classes for reading with teachers from different schools of Taiz City

2. **During Training Stage (in the vacation of the first term 2013)**
   - Face- to-face interaction workshop for four hours
   - Micro-teaching

3. **Post Training Stage(second term 2013)**
   - Follow up checking through attending real classes for reading with teachers from different schools of Taiz City.

**Design**
Reading is not a passive skill. It is an active and rather an interactive process. Learners need to master reading strategies in order to be critical and creative readers in the future. When they do so they will be good writers too.

The main purpose of this training program is to introduce participants to theory and practice of teaching reading in the EFL classroom. Participants will be involved in a variety of activities and tasks such as group work, pair work, task based and even micro teaching. In addition, participants will discuss different approaches for teaching reading.
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<th>Content</th>
<th>Learning/Training Activity</th>
<th>Assessment</th>
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| 1. By the end of the workshop participants in groups should be able to list definitions of reading. | • An overview of reading definitions | • Brain storming; group work; pair work; think, pair and share | • Each group will show its definition of reading  
• Feedback  
• Discussion |
| 2. By the end of the workshop participants will be able in groups to discuss the importance of teaching reading, and give five reasons for teaching reading. | • Why teach reading?  
• Importance of teaching reading | • Group work; mingling activity; pair work | • Eliciting, oral presentation, feedback  
• Group discussions |
| 3. By the end of the workshop participants will be able in pairs to classify different reading strategies using HO1. | • Reading strategies  
• Importance of meta-cognitive strategies | • Pair work; group discussion | • Oral presentation, feedback, discussions  
• Comprehension questions |
| 4. By the end of the workshop participants individually will recognize different reading stages and activities for each stage using HO2. | • Stages of reading  
• Principles of teaching reading  
• Importance of prediction | • Think pair and share; pair work; group work | • Feedback,  
• Checking questions |
| 5. By the end of the workshop participants will apply new knowledge and skill about teaching reading using HO3 by: | • Practicing use of reading strategies and skills.  
• Selecting and analyzing certain reading texts from English Course for Yemen.  
• Discussing in groups how to develop reading comprehension and reading skills using intensive and extensive reading. | • Connecting the program with the Yemeni context  
• Real texts from English Course for Yemen  
• Types of reading  
• Roles of the teacher in both types  
• Importance of extensive reading | • Task based activity; group work  
• Group work; discussion  
• Oral presentation, discussions,  
• Oral presentation, feedback  
• Group discussions |
### Objective

6. By the end of the workshop participants will be able to deepen their understanding of and ability to apply new approaches to teaching reading by:
   - discussing reading approaches.
   - reading lessons in micro teaching.
   - reflect individually about what they got from the workshop doing HO4.

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<td>6. By the end of the workshop participants will be able to deepen their understanding of and ability to apply new approaches to teaching reading by:</td>
<td>• Reading approaches</td>
<td>Micro teaching • peer observation; discussion • taking notes</td>
<td>• feedback • reflections; group discussions • self evaluation checklists</td>
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### Rationale for Sequence

This training program is designed purposefully to introduce the participants to effective strategies and techniques for teaching reading which are important to train the learners how to be good and critical readers, as well as good writers and speakers. Therefore this program will be implemented using face-to-face interaction with the participants who are English language supervisors in Taiz City. These participants will implement these new strategies and gained experience to a wide range of English language teachers in Taiz City, Yemen.

### Development

The workshop will introduce Instructional Strategies for Teaching Reading in EFL classrooms.

1. **Gain attention**
   - Ask the participants to do a self assessment, asking them if they know anything about Common European Framework (CEF). Then ask the participants which stage they have reached in their reading skills.

2. **Inform learners of objectives**
   - Ask the participants about their expectations of this workshop. After eliciting their expectations present the objective using a Power Point presentation. By the end of this workshop they will be able to:
     - Identify which stage they have reached in mastering reading skills according to Common European Framework.
     - Practice the new skills of teaching reading they learned.

3. **Stimulate recall of prior learning**
   - Tell the participants to work in groups of five and discuss their experience in teaching reading skills.
   - Ask each group to share their ideas with the whole group and record their answers on a Power Point slide to establish background knowledge and experience.

4. **Present the content**
   - Present the content that includes definitions of reading, purposes of reading, reading strategies, reading stages, types of reading, and approaches to reading.

5. **Guide learning**
   - Use Power Point presentation to present the content including texts and activities and instructor modeling and discovery through discussion.
   - Ask the participants to discuss any problems they face when teaching reading; record their answers on a PPT slide, and find solutions to those problems as a group, based on the content presented.
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| **6. Elicit performance**  
(practice) | Ask the participants to prepare a short micro teaching and to prepare oral presentations. |
| **7. Provide feedback** | Ask the participants to share ideas and exchange experiences, give peer feedback on each other's micro teaching presentations.  
Ask the participants to discuss their answers in groups and in pairs giving their comments.  
Ask for solutions of the common problems they face in teaching reading. Feedback from the trainer through asking relevant questions. |
| **8. Assess performance** | Participants will be asked to reflect on their own teaching and observe a peer teaching. The instructor will provide check lists for self evaluation and peer observation. |
| **9. Enhance retention and transfer** | Participants will be asked to hold workshops for in-service English language teachers in their schools or regional educational districts and will be given the materials from this workshop to cascade this training. |

**Implementation Checklist**

*Items*
- A laptop
- PC speakers
- Markers
- Blutack
- Pins
- Glue
- Rulers
- Scissors
- Projector
- Printer
- Photocopying machine
- A4 paper
- Flip charts
- Dusters
- Rubbers

*Tasks*
- Setting the round tables and chairs in groups of five
- Checking the electricity
- Operating the projector for presentation
- Copying handouts and manuals
- Making lists of participants' names

**Evaluation**
The evaluation of this training program will take two types of evaluation. They are:

1. Formative Evaluation:
   - Peer observation
   - Discussion participation
   - Micro-teaching
2. Summative Evaluation:
   - Questionnaires
   - Follow up checking
   - End of the program evaluation
References

